

**THE INFLUENCE OF APPLYING DEBATE SESSION ON IMPROVING
THE LANGUAGE DEPARTMENT STUDENTS' SPEAKING
PROFICIENCY AT THE SECOND YEAR OF
SMAN 3 PEKANBARU**



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PEKANBARU
1431 H/2010 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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ABSTRAK

Boby Febrianto (2009): “Pengaruh Penerapan Sesi Debat dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa-Siswa Jurusan Bahasa Kelas Dua Sekolah Menengah Atas Negeri 3 Pekanbaru

Penelitian dilaksanakan di SMAN 3 Pekanbaru. Subjek penelitian adalah siswa-siswa jurusan Bahasa. Objek penelitian adalah kemampuan berbicara siswa-siswa jurusan Bahasa.

Populasi penelitian adalah siswa-siswa kelas dua jurusan Bahasa. Jumlahnya adalah 29. Dikarenakan jumlah populasinya kecil, peneliti mengambil semua jumlah populasi sebagai sample. Untuk menganalisa data, peneliti menggunakan rumus t test dimana $N < 30$. Rumusnya adalah sebagai berikut;

$$t_o = \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)}$$

Setelah menganalisa data, peneliti menemukan ada pengaruh dan persentase peningkatan penerapan sesi debat dalam meningkatkan kemampuan berbicara siswa kelas dua jurusan Bahasa SMAN 3 Pekanbaru dimana t_o menunjukkan 10,68. Pada taraf yang berarti 5 %, ini menunjukkan 2,05, dan pada taraf berarti 1 %, ini menunjukkan 2,76. Jadi, Hipotesa Nol (H_o) ditolak dan Hipotesa Pilihan diterima, ditunjukkan dengan $2,05 < 10,68 > 2,76$. Kemudian, persentase pengaruh penerapan sesi debat juga menunjukkan peningkatan yang cukup baik dan ini mampu membantu meningkatkan 18,5 %.

ABSTRACT

Boby Febrianto (2009): “The Influence of Applying Debate Session on Improving the Language Department Students’ Speaking Proficiency at the Second Year of SMAN 3 Pekanbaru”.

The research was administered at SMAN 3 Pekanbaru. The subject of the research is the Language Department students. The object of the research is the Language Department students’ speaking proficiency.

The population of the research is the Language Department students of the second year. The total number of population is 29. Due to the number of population is small; the researcher took all the number of the population as sample. To analyze the data, the researcher adopted paired t test formula, where $N < 30$. The formula is as follow:

$$t_o = \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)}$$

After analyzing the data, the researcher found that there is significant influence and the percentage of influence of applying debate session on improving the Language Department students’ speaking proficiency at second year of SMAN 3 Pekanbaru where t_o shows 10.68 at significant level 5 %, it shows 2.05, and at level 1 %, it shows 2.76. Thus, Null Hypothesis (H_o) is denied and Alternative Hypothesis (H_a) is accepted, in which shows $2.05 < 10.68 > 2.76$. Then, the percentage of influence of applying debate session also shows the quite improvement where it could help improve 18.5 %.

ملخص

بوبي فبريانطو (2009): تأثير تطبيق جلسة النقاش على ترقية قدرة تكلم اللغة الإنجليزية لتلاميذ الفصل الثاني من قسم من مدرسة العليا الكبرى 3 الحكومية اللغة الإنجليزية باكنبارو.

تأثير تطبيق جلسة النقاش على "الموضوع من هذا البحث ترقية قدرة تكلم اللغة الإنجليزية لتلاميذ الفصل الثاني من مدرسة العليا الكبرى 3 الحكومية باكنبارو".

هذا انعقد هذا البحث في مدرسة العليا الكبرى 3 الحكومية باكنبارو وغرض البحث لمعرفة تأثير تطبيق جلسة النقاش على ترقية قدرة تكلم اللغة الإنجليزية.

في هذا البحث, كان فصل واحد سكانا بكمية 29 أخذ الباحث جميع السكان للعيننة. الموضوع من هذا البحث الفصل الثاني من فصل اللغة الذي النقاش على يتكون من 29. ثم الهدف في هذا البحث تأثير تطبيق جلسة ترقية قدرة تكلم اللغة الإنجليزية. لتحليل البيانات, استعمل الباحث الرمز ($N < 30$) الصغير من N . الاختبار للعيننة الصغيرة المتعلقة "t" الرمز كما الآتي:

$$t_o = \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)}$$

بعد تحليل البيانات, وجد الباحث أن هناك تأثيرا هاما من تطبيق جلسة النقاش على ترقية قدرة تكلم اللغة الإنجليزية لتلاميذ الفصل الثاني من مدرسة العليا الكبرى 3 الحكومية باكنبارو. الحساب الأخير يدل يتساو إلى 10,68 في المستوى الهام 5% و 1% إذا كانت الفرض t_o على أن (المختارة مقبولا و الفرضية الصفرية مرفوضة ما يدل $2,05 < 10,68 < 2,67$ إذا كانت النسبة المئوية من تأثير جلسة النقاش ظهرت ترقية التي وصلت إلى 18,5%.

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CHAPTER I

THE INTRODUCTION

A. The Background

Lately, some educational institutions such as universities and schools often held the English debate contest. The primary purpose is to make the students have the critical thought to fix the problem.

Oxford Learner's Dictionary, *Fourth Edition*, (1998) defines debate as formal discussion at the public meeting or in parliament. Further, Indonesian Big Dictionary (2001), defines that debate is the discussion concerning about something by giving evidences and sticking at the argument.

In learning English, students must be able to master the four English basic skills. They are listening, reading, speaking, and writing. Paulston and Bruder (1976: in Syafii, 2007:97) point out that the last in learning English is the four language skills, namely listening, speaking, reading and writing. Listening, Speaking, reading, and writing are the four basic skills of communication (Nida, 1957:19; Harris, 1997:9). In gaining listening skill, students are taught how to listen and understand a speaker well. For reading skill, students are taught how to read and understand reading passages. Then, Speaking is the process of building and sharing meaning with the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). In achieving speaking skill, they are taught how to be able to communicate in spoken English.

The observation shows that some students get trouble in speaking. It happens at many levels of educational institution such as junior high school,

senior high school, and even university. Sometimes, most of them master the three skills of English quite well, yet they get trouble in speaking. The CIA World Fact Book describes;

“When you lack the proficiency to communicate in the native language, you cannot fully participate in day-to-day life, understand the culture, or communicate with the people. The language barrier can be anywhere from frustrating to downright dangerous. When you know the language, you have the comfort of being able to successfully navigate all sorts of situations, like order meals in restaurants, ask for and understand directions, find accommodations and perhaps negotiate cheaper prices, and meet and talk with natives, to name only a few. In most countries, people will appreciate attempts to use their language. You will be able to communicate more completely and have a deeper, more satisfying travel experience”.

Brown (1994:122) says that English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Nunan (1991:12) adds English is perhaps the most powerful language in the world. By mastering English, one can gain and elicit information from all over the world. . In other words, the mastery of English is an obligation if we do not want to be inferior, particularly in terms of science and technology because most of information is available in English.

At SMAN 3 Pekanbaru, the research was administed. All of the students learn English. It consists of two meetings for non-language department and three meetings for language department per week, and one English day in which the students are obligated to speak English in interaction to all people at the school area. For Language Department students especially for classroom XI, Mrs. Marlinang Erniwati S. Pd is the English teacher.

They are also required to practice it outside of the school. SMAN 3 Pekanbaru adopts *Kurikulum Tingkat Satuan Pendidikan* (School-Based Competence) in 2009, which was revised clearly writes debate as one of the learning activities in syllabus for English course.

TABLE 1.1
THE SYLLABUS

Course : English

Class : XI/ II

Genre : Discussion

Time Allocation : 21 meetings (2X90 minutes)

Standard Competence	Base Competence	Course	Learning Activity	Indicator	Rating	Time Allocation	Source
Speaking	Expressing the idea in monolog text by using oral way accurately, fluently and thanking on doing discussion in daily life context		Doing debate	1. Doing monologue in discussion 2. Using argument 3. Doing debate	Assignment and performance	6 X 90 minutes	

Therefore, in English language teaching process, the researcher decided that debate could be one of the methods to improve speaking proficiency.

Even though, debate is one of the indicators in learning English especially for speaking activity, yet the English teachers do not know how to apply debate well. Therefore, the researcher got anxiety to be involved in teaching process especially for speaking class.

Fiona Lawtie, ELT teacher, British Council, Caracas (2009) illustrates that Debating is about developing your communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince an adjudicator that your arguments outweigh your oppositions. Debating is not about personal abuse, irrational attacks or purely emotional appeals. Using debate in the classroom can help the students grasp many essential critical thinking and presentation skills.

Several years studying English should righteously make the students master English, written and spoken. Unfortunately, some of them tend not to practice it even though they have studied English since elementary school up to senior high school. They are still unable to express their ideas or to make English conversation with friends. Therefore, it is extremely contrastive. Being at schools to learn English for several years, facts prove that they cannot actively speak English.

In Short term, during the observation at SMAN 3 Pekanbaru, there are some phenomena dealing with the students' English speaking proficiency. Researcher formulated the phenomena as below:

1. According to the teacher, the students seldom speak English in school area.
2. The students often ignore the English course while learning process is run.
3. The teacher does not master how to apply debate session.
4. The teacher always becomes the main subject while speaking class is run.
5. The teacher barely uses variations of method in teaching speaking process.

Hence, the researcher regarded to administer a research on this area. Therefore, the researcher is interested in carrying out a research entitled: **The Influence of Applying Debate Session on Improving the Language Department Students' Speaking Proficiency at the Second Year of SMAN 3 Pekanbaru.**

B. The Research Problems

1. The Identification of the Problem

1. Why do the students tend not to speak English?
2. Why do the students often ignore the English course?
3. Why does the teacher not master how to apply debate?
4. What makes the teacher always become the main subject in speaking class?
5. What makes the teacher lack of the methods in teaching speaking?

2. The Limitation of the Problem

Based on identification of the problems above, it would be sincerely better for to restrict the problem in order to pay more attention to the specific problems. This research merely focuses on applying debate session on improving the English speaking proficiency at the second year of SMAN 3 Pekanbaru.

3. The Formulation of the Problem

In accordance with the limitation of problems stated above, the researcher then formulates the research into the following formulated research question:

Is there any significant influence of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru?

C. The Objective and Significances of the Research

1. The Objective of the Research

This research is carried out:

To find out the significant influence of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru.

2. The Significances of the Research

By doing this research, the result would be righteously useful in some sides:

a. The significances for the Institution

1. The significances for the teacher

- a. To introduce the teacher the right way of teaching by debate.
- b. To vary teaching method especially teaching speaking.

2. The significances for students

- a. To trigger the students to speak actively.
- b. To improve the students' speaking proficiency.

b. The Significances for TEFL

1. To vary teaching English as foreign Language especially teaching speaking.

2. To know the teacher that debate can help students improve speaking proficiency.

c. The significance for the researcher

1. To fulfill one of the requirements to complete the undergraduate degree at English Education Department of Education and Teacher Training Faculty, State Islamic University Sultan Syarif Kasim Riau.

D. The reasons of choosing the title

1. The problems of the research are very interesting and challenging to be investigated because the previous other researchers never administered this title.
2. It is important to research because the teachers do not understand how to apply debate session for speaking class well.

E. The Definition of the Terms

This thesis is “The Influence of Applying Debate Session on Improving the Language Department Students’ Speaking Proficiency at The Second Year of SMA 3 Pekanbaru”. It needs to define the term used to avoid misunderstanding and misinterpreting.

1. Influence

Online Dictionary defines as a power to affect persons or events especially, the power based on prestige.

Oxford Dictionary defines *Fourth Edition*, (1998) debate as the effect that somebody or something has on the way somebody thinks or behaves or on the way, something develops.

2. Debate

Oxford Learner's Dictionary, *Fourth Edition*, (1998) defines debate as formal discussion at the public meeting or in parliament.

Indonesian Big Dictionary (2001:242) defines that debate is the discussion concerning about something by giving the evidences and sticking at the argument.

The American Heritage Dictionary defines debate as a discussion involving opposing points; an argument.

3. Session

Online Dictionary defines as the time during which a school holds classes (School Term).

Oxford Learner's Dictionary, *Fourth Edition*, (1998) defines session as the meeting or series of the meetings of parliament, law court, etc.

4. Improve

Oxford learner's Dictionary, *Fourth Edition*, (1998) defines improve as become or make something or somebody better.

5. Proficiency

Proficiency is defined as proficiency to do something well because of training and practice (Hornby, 2000:1052). In this research, English speaking proficiency means the proficiency to use English in communication. Online

Dictionary defines as skillfulness in the command of fundamentals deriving from practice and familiarity.

CHAPTER II

THE THEORETICAL FRAMEWORK

A. The Nature of Speaking

Many theorists have given various definitions of speaking. Bygate (1987:40) as quoted by Nunan defines speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom and about what. Hornby (2000:951) explains that to speak is to reproduce words or to use words in dictionary voice or utter words by using conversation.

Speaking is an activity, which gives opportunity to practice a language. Communication through speaking is commonly performed in face to face and occurred as part of dialogue. The ideas of speaking itself cannot be communicated unless what is being said is received and understood by other person. Furthermore, speaking does not only deal with correct pronunciation, the use of grammatical structure, and appropriate words, but also with the proficiency to make the listeners understand about what being talked.

Tarigan in his book entitled “Speaking is One of the Communication Skills“(1981: p.3) states that speaking is a skill of the communications which has been grown up in children life preceded by listening, and at this time, they learn how to speak.

Debate can be one of the ways on improving the students’ proficiency in speaking because, in debate, the representatives of the team or the speaker must

gloss why they stand on their arguments. Explicitly and implicitly, it conveys that the speakers of the team must speak.

Tarigan also illustrates in the same book that every speaker of the team must state the problems and must defend (1981:86).

1. Speaking Proficiency

The single most important aspect of learning the language is mastering speaking, and it can be described as the ability of person to express their ideas. Speaking is one of the four basic language skills. Brown (1994:12) states that there are four skills where the students' should master at the end of their learning process, they are listening, speaking, reading and writing.

Speaking is a tool of communication as the most important factor in teaching language as well. Then, it is the activity of presenting thought or ideas in spoken language.

Among the four basic language skills, speaking is extremely important for the students in learning language to communicate with other people. It can improve students' pronunciation, grammatical structure, vocabulary, fluency, and comprehension.

Little Wood in Yasir (2005:11) states that speaking can perform in helping develop communicative ability as follows:

1. It opens a rich stimulus of communicative interaction, namely the varied experience, interest and opinion of the learners.
2. It thus provides a context for wide range of communicative function domain of meaning learners must practice the skill required for

managing longer session of social interaction such as introducing a new topic, turn taking or sustaining through difficult periods.

3. It provides learners with opportunities to express to their own experiences through the foreign language. It also gives them the valuable experience in using the language as means of handling their own social relationship.

Based on the explanation above, we can see the success of speaking learning is irrefutable with the response of students to the language, where they will be more successful rather than others. Here, Edge (1993:9) elaborates the factors that will influence the success of learner in which they are as follows:

1. They have a positive attitude about the language.
2. They have a strong personal motivation to learn the language.
3. They are confident that they will be successful learners.
4. They are prepared to risk making mistakes and they learn from their mistake that they make.
5. They like to learn about the language.
6. They organize their own practice of language.
7. They find ways to say things that they do not know how to express correctly.
8. They get into situations where the language is being used and they use the language as often as they can.
9. They work directly in the language rather than translate from their first language.

10. They think about their strategies for learning and remembering and they consciously try out new strategies.

2. The Purpose of Speaking

Martine Bygate (1987) suggests that conversation can be analyzed in terms of routines. Routines are conversational (and therefore predictable) ways of presenting information. He discusses two types of routine as follows:

1. Information Routines

It contains frequently recurring types in information structures. It can be subdivided into routines that are basically expository in nature (for example, telling a story, describing something, giving advice/instructions, and making a justification, predicting, and coming to a decision).

2. Interaction Routines

Bygate subdivides it into service encounters (for example, a job interview) or social (a dinner party, a coffee at work, etc.). (Kalay & Hadi, 2006:229). Based on the scheme given by Bygate above, we can conclude it as the function of speaking as either the process of giving information by someone to another person or the process of interaction to relate the mutual communication.

3. The Aspects Supporting Speaking Proficiency

Since speaking proficiency is the proficiency of a person to express his ideas, feelings, or other things in his or her mind to other persons. It can be concluded that one must know the rules and things that support it. According to Bowen (1985:45), five aspects have great influence to speaking ability. They are:

1. Pronunciation

One of the important aspects of speaking is effort to master the sound system in order to be able to speak well in the language. The sound produced in unfamiliar ways makes one difficult to understand what the sound means. Without the sound system, we will not know how to break up the flow of speech in to sound and communication cannot occur well.

2. Vocabulary

The vocabulary deals with right and appropriate words. It plays very important role in speaking. A student should have at least 500 words to be in mind and can use them correctly and appropriately.

3. Grammar

Bowen (1985:161) defines grammar as the rule by which we put together meaningful words and parts of words of a language to communicate messages, which are comprehensible.

4. Fluency

According to Brown (1994: 225), fluency is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility.

5. Comprehension

In brief speaking, it requires not only know how to produce specific points of language including grammar, pronunciation, vocabulary, and fluency, yet also to comprehend them why, when, in what ways to produce the language. As Hornby (1995: 235) states that comprehension is the power of understanding

Harris also supports (1974: 81), speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. The five components are generally recognized in analyzing speaking. These are:

1. Pronunciation (including the segmental features vowels and consonants - the stress and intonation patterns)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension

4. Assessing speaking proficiency

According to Harris (1987: 83-89), there are some categories of testing oral production, as follows:

- a. Relatively unstructured interviews, rated on carefully constructed scale.
- b. Highly structured speech samples (generally recorded), rate to very specific criteria.
- c. Paper-pencil objective tests of pronunciation presumably provide indirect evidence of speaking ability.

The following are description of the types of speaking test:

a. Score Interviews

This kind of testing method of measuring oral proficiency is to have one or more trained raters interview each candidate separately and record their evaluation of this competence in the spoken language.

b. Highly Structured Speech Samples

This test has several parts of testing, the stimuli may be oral or written or both. The followings are the technique of testing speaking with highly structured speech samples.

1. Sentence Repetition

The examinee hears and then repeats series of short sentences. The scoring procedure is that the rater listens to the pronunciation of two pronunciation of two specific pronunciation points per-sentence in an acceptable way.

2. Reading Passage

The examinee is given several minutes to read passage silently after which he/she is instructed to read it aloud at normal speed and two appropriate expression. Then, the rater marks two or more pronunciation points per sentence and then makes evaluation of fluency of the reading.

3. Sentence Conversion

The examinee is instructed to converse transformed sentence in specific ways (from positive to negative, from statement to question, from present tense to past tense, and so on). The rater scores each converted sentence based on whether or not grammatically acceptable.

4. Sentence Construction

The voice on the tape asks the examinee to compose sentences appropriately to specific stations. The rater scores each sentence on the acceptable-unacceptable basis.

5. Response to Pictorial Stimuli

The examinee is given time to stimulate each of a series pictures and then briefly describes what is going on in each scene. The rater gives separately rating of the examinee's pronunciation, grammar, vocabulary, and fluency, using four or five scales.

c. Paper and Pencils Test Pronunciations

The following the characteristics of testing by using paper and pencil test pronunciation:

1. Rhyme Words

In this test, the examinee is first presented with a test word which he/she is interacted to read to himself. Then, he is to select the one word from among several alternatives, which rhymes with the test word.

2. Word Stress

The examinee is to decide which syllable in each test word receives the heaviest stress.

3. Phrase Stress

The examinee is to decide which one of several numbered syllables in each utterance would receive the heaviest stress.

From those assessing speaking proficiencies, the researcher decided to take the score interviews as his reference. While interviewing the students, the teacher rated the students' speaking proficiency.

B. The Existence of Debate

It is quite remarkable that people now are widely involved in communicative activity both formal and less formal ones. One of those communicative activities is debate, an activity that requires mental alertness, proficiency to meet situation quickly, clear thinking, and a broad background of information from the people or debaters.

In a debate, it is not primarily determining right or wrong but it trains the proficiency to see two sides of a question, to think clearly, be resourcefulness, and facilitate in expressing opinion and self-confidence.

1. The History of Debate

In Indonesia, before the year of 2002, the delegation of Indonesia went to World Schools Debating Championship (WSDC). National Education Department sent them based on some considerations. One of the considerations was the result

the High Schools Debating Championship (HSDC) that was held by English Debating Society, University of Indonesia (EDS UI). Pursuant to the promising achievement that was reached by the delegation of Indonesia going to WSDC in the year 2001 and 2002, finally National Education Department appointed ACT (Association for Critical Thinking) as the permanent organizer of Indonesian Schools Debating Championship (ISDC) to select delegation of Indonesia to WSDC up today.

ACT is the non-profit organization formed by some graduated debaters of University of Indonesia, Catholic University of Atmajaya, and Bandung Technology Institution (ITB). ACT aimed to improve the proficiency of critical thinking for Indonesian's learners with competitive debate activities as a mean of its pledge. In organizing ISDC, ACT cooperated with all teachers in Indonesia provinces.

On the program of ISDC 2001-2004, besides the delegation team that delegated each province, the committee also invited some schools that reached their debate achievement to add the amount of team and assisted to boost up the quality of the competition. ISDC 2002 chose delegation of Indonesia to WSDC 2003. Unfortunately, the span of time between WSDC 2003 and WSDC 2004 was too short with the result that the same delegations were sent to WSDC 2004.

2. The Types of Debate

It is very important to know about debate deeply. Prof. Dr. Henry Guntur Tarigan in his book entitled "Speaking Is One of The Communication Skills"

explains that debate is divided into three types based on form, goal, and the methods. Thus, debate can be classified into three categories. They are:

a. Parliamentary or Assembly Debating

This aims at supporting the certain rules and all the members of the house would like to state the opinion after getting the permit from the house. The members of the house arrange the limit of the time.

b. Cross Examination Debating

This is much more difficult than the formal debating because it needs full of the preparation. The procedures are:

1. The first speaker of the affirmative team states their official speech, and then the first speaker of the opposition team directly checks.
2. After being seven minutes, the opposition team states the evidences gotten without bringing the new problem.
3. The second speaker of opposition team states the negative case, then directly second speaker of affirmative team checks. It needs the high skill related to the problem raised.

It aims at strengthening the position of their argument. It usually happens at trial house. Every debater always raises the constructive case, and many others.

c. The Formal, Conventional, and Educational Debating

In here, every debater gets to deliver the supporting arguments to the members of the house, in which is the equal period. Every debater has the time to argue. At last, the first or the second speaker of the team concludes

the problem and resolutely stand on the argument by giving some solutions.

Whole doing the research, the formal, conventional, and educational debating were used because it is more useful. Regarding to background of the research, the schools prefer administering the formal, conventional, and educational debating rather than others. Further, it is always used while conducting debate contest.

C. The Correlation between Applying Debate Session and Speaking Proficiency

Based on some definitions of debate and speaking proficiency, which are written in some paragraphs in order to find out the correlation between debate session and speaking proficiency. Waspada (2008) means the words of debate as the discussion regarding to problem discussed among two or more speakers directly, which is split into two groups, which contains resistances of the argument. Oxford Learner's Dictionary, *Fourth Edition* (1998) defines debate as Formal discussion at the public meeting or in parliament. Based on *Kamus Besar Bahasa Indonesia* translated into English as Indonesian Big Dictionary (2001:242), debate is the discussion concerning about something by giving the evidences and sticking at the argument.

Then, the researcher would like to quote the definition of speaking proficiency, in which is written above. Speaking proficiency is the proficiency of a person to express his ideas, feelings, or other things in his or her mind to other

persons. From the definitions above, it can be concluded that to own the ability, one must know the rules and things that support it.

As a good debater, he or she should definitely be able to have the skill on facing the opponent on. Tarigan adds that debate is the talks between the proponent team and opponent team. Both of the team must be able to convince the members of the house about the arguments, evidences, and many others.

The National Solidarity Party of Singaporean (2009) states that; one of the key duties of a member of parliament is to represent his constituents and speak up in Parliament. They must be prepared and able to have the time and opportunity to ask questions and speak on topics and issues concerning their residents and affecting Singapore. Yet, this ability to speak and ask questions is continuously being restricted by the Parliamentary Standing Orders. First, the right to ask oral and written questions is being curbed to a total of three plus two (maximum). Then, the right and the time given to raise matters at the Committee of Supply are also restricted to 18 minutes for us.

Based on the statements above, it is clear that the debate session and proficiency has the correlation as what is defined in the theoretical framework at the existence of debate on point b; the types of debate and some statements above.

D. The Relevant Research

In this research, The Role of Interlocutors to Students' Speaking Achievement at The Faculty of Education and Teacher's Training of English Education Department UIN SUSKA written by Yasir Amri is the relevant

research of the study. It contains some references that could be used to complete this research.

E. The Operational Concepts

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. In the research plan, we must interpret the concept into particular words to ease the measurement of the research operation.

Researcher is going to conclude some indicators, which would be administered in the operational concepts. The indicators are:

1. Debate session is variable X. The indicators are:
 - a. The researcher knows the teacher and students about debate.
 - b. The researcher teaches the right way of debate.
 - c. The researcher uses the sources quoted from the books and online sources.
 - d. The researcher assigns the students to make the groups.
 - e. The researcher assigns the students to debate.
2. Students' speaking proficiency is variable Y. The indicators are:
 - a. The students are correctly pronouncing the words.
 - b. The students are grammatically speaking.
 - c. The students are speaking with the suitable vocabularies.
 - d. The students are fluently speaking.
 - e. The students get the points of interlocutors' well.

F. The Assumptions and the Hypothesis

1. The Assumptions

a) The Assumption

Before starting the hypothesis as temporary answer of the problem, the researcher would like to offer some assumption as follows:

- a. The application debate can help students improve their speaking proficiency.
- b. Students will be more active in the classroom while they are debating.
- c. Those students who get anxiety will have more motivation to learn.

2. The Hypothesis

a. Null Hypothesis (H_0):

There is no significant influence of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru.

b. Alternative Hypothesis (H_a):

There is significant influence of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

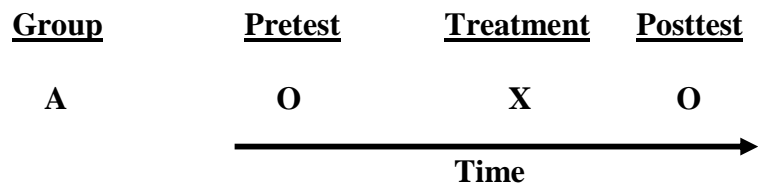
This research is experimental research. Gay and Airasian, Educational Research, Competencies for Analysis and Application, the *sixth edition*, (2000, p. 387) classify twelve types of group designs. They are:

1. The One-Shot Case Study
2. The One-Group Pretest-Posttest Design
3. The Statistic-Group Comparison
4. True Experimental Designs
5. The Pretest-Posttest Control Group Design
6. The Posttest-Only Control Group Design
7. The Solomon Four-Group Design
8. Quasi-Experimental Designs
9. The Nonequivalent Control Group Design
10. The Time-Series Design
11. Counterbalanced Designs
12. Factorial Designs

The researcher adopts the one-group pretest-posttest design. This design involves a single test that is pre-tested (O), exposed to a treatment (X), and post-tested (O). The success of the treatment is determined by comparing pretest and posttest scores.

Research Design

The One-Group Pretest-Posttest Design



B. The Location and Time of the Research

The researcher administered the research for Language Department students at the second year of SMAN 3. It is located at Jl. Yos Soedarso, no. 100. The research was administered since February to April 2009.

C. The Subject and the Object of the Research

The subject of the research is the Language Department students at the second year of SMAN 3. Meanwhile, the object of the research is the influence of applying debate session.

D. The Population and Sample of the Research

1. The Population of the Research

The population of the research is the Language Department students at the second year of SMAN 3 Pekanbaru consisting of 29 students that consists of one classroom.

2. The Sample of the Research

Arikunto (2002:112) says that if the amount of the subject is less than 100, it is better to take all population and if the amount is more than 100, it is better to take about 20-25% of it. The Language department grade II owns 29 students. Thus, whole total number of population would be the sample of the research.

E. The Technique of Data Collection

Three kinds of the instruments were used to collect the data. Those are as written out below:

1. Observation

In this research, the researcher administered the observation. The observation criteria referred to the operational concepts, in which emphasized on applying debate session as variable X. The observer of the research was the English teacher. It aimed at attaining the accomplishment of the debate session implementation.

2. Test

To find out the significant influence of applying debate session, the researcher administered the test to assess the students' speaking proficiency. The test consisted of pretest and posttest. It emphasized on speaking proficiency as variable Y. The researcher referred to Testing English formulated by Harris (1984: 84) as explained at the previous page to analyze the students' speaking proficiency. It was score interviews and it was the reference to prepare the instrument. See the steps administered to collect the data:

a. The Interview

To collect the data, the question was prepared. The question asked was the same for each student. The interviewer was the researcher.

b. Rating

After interviewing, the student answered the question. Then, English teacher was the rater rating the five components of speaking proficiency of each student. See the following speaking proficiency components:

TABLE 3.1
PRONUNCIATION SCORE LEVEL

Score	Requirements
5	Has a view traces of foreign accent
4	Always Intelligible, though one conscious of a define
3	Accent problems necessitate concentrate listening and occasionally lead to miss understanding
2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
1	Pronunciation problems so severe as to make speech virtually unintelligible

TABLE 3.2
GRAMMAR SCORE LEVEL

Score	Requirements
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/or word-order error, which do not, however, obscure meaning
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult, must often rephrase sentences and or restrict himself to basic pattern
1	Errors in grammar and word order so severe as to make speech virtually unintelligible

TABLE 3.3
VOCABULARY SCORE LEVEL

Score	Requirements
5	Use of vocabulary idiom is virtually that of a native speaker
4	Sometimes uses inappropriate them and/or must rephrase ideas because of lexical inadequacies
3	Frequently uses wrong words, compensation somewhat limited because inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quit difficult
1	Vocabulary limitation as extreme as to make comprehension vitally impossible

TABLE 3.4
FLUENCY SCORE LEVEL

Score	Requirements
5	Speech as fluent and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency are rather strongly affected by language problem
2	Usually hesitant, often forced into silence language limitations
1	Speech is also halting and fragmentary as to make conversation virtually impossible

TABLE 3.5
COMPREHENSION SCORE LEVEL

Score	Requirements
5	Appears to understand everything without difficulty.
4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
3	Understanding most of what is said at slower than normal speed with repetitions.
2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
1	Cannot be said to understand even simple conversational English

In rating score, the following score was used as the standard level based on each category.

TABLE 3.6
CATEGORY AND SCORE OF SPEAKING LEVEL

Score	Category
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

3. Documentation

The activities such sounds and events while doing the observation, pretest, treatment, and posttest were documented in order to find out the shortage and excess of the research. Especially for treatment activities, it involved the cameraperson to help the researcher take it. The instrument used to collect data was mobile phone. Then, it would be the references for the research.

F. The Technique of Data Analysis

This research gave the emphasis on the significant influence of applying debate on improving speaking skill. Therefore, to analyze the data, it adopted paired t test formula for small number sample ($N < 30$) quoted from Hartono (2009: 181). The formula is:

$$t_o = \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)}$$

t_o = t observation

D = Deviation

SD = Standard deviation

N = Number of sample

The formula above is used to analyze the difference between pretest and posttest score. Then, the formula used to analyze the influence percentage of applying debate session; it adopts the formula written in Promadi (2008). The formula is:

$$P = \frac{M_Y - M_X}{M_X} \times 100$$

Where:

P = Percentage

M_X = Pretest Score

M_Y = Posttest Score

G. The Research Procedures

In teaching speaking by applying debate session, researcher used procedures as follow:

1. The Researchers' activities

A. The pretest activities

1. The researcher greeted the students.
2. The researcher explained what is going to do.
3. The researcher begun testing the student.

B. The treatment activities

1. The researcher greeted the students specifically so called as warming up.
2. The researcher introduced the debate.
3. The researcher taught the students theory and the technique on debating.
4. The researcher assigned the students to make a group.
5. The researcher assigned the students to search some articles as the source of debate motion.

C. The Posttest Activities

1. The researcher greeted the students.
2. The researcher directly administered the posttest.
3. The researcher ended the research program.

2. The Students' Activities

A. The pretest activities

1. The students responded the researcher's greeting.
2. The students answered the question asked by researcher.

B. The treatment activities

1. The students responded the researcher' greeting.
2. The students listened to the researcher's explanation.
3. The students did the assignment assigned by researcher.
4. The students searched the some articles as the source of debate motion.

C. The posttest activities

1. The students prepared to debate.
2. The students debated based on the motion assigned.

3. The Teacher's Activities**A. The pretest activities**

1. The English teacher greeted the students.
2. The English teacher introduced the researcher to the students.
3. The English teacher pleased the researcher to test the students
4. The English teacher rated the students' score.

B. The treatment activities

1. The English teacher kept an eye and controlled the students.

C. The posttest activities

1. The English teacher kept an eye and controlled the students.
2. The English teacher rated the students' score.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

This research is the experimental research, in which adopts the one-group pretest-posttest design. To gather the data, the researcher administered the test namely pretest and posttest. On pretest, the researcher asked questions to the students, and then the English teacher rated the score. After getting the pretest data, the researcher administered the treatment. The researcher provided the sources quoted from some books and online sources.

Regardless, it absolutely emphasized the five aspects of speaking proficiency, so that the result gathered would be satisfactory. Then, the researcher administered posttest. The researcher was about to find out the difference between pretest and posttest data.

On the strength of data, the research is about to uncover some steps administered to collect the data. The researcher uncovers as below:

1. The Pretest Data

While administering the pretest, the researcher asked the question to the students to gain the data. The researcher gained the data as below:

TABLE 4.1
SPEAKING PROFICIENCY ON PRETEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
1	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
2	Pronunciation		4				14
	Grammar			3			12
	Vocabulary		4				13
	Fluency			3			12
	Comprehension		4				14
TOTAL SCORE							65
3	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
4	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				15
	Fluency		4				15
	Comprehension		4				15
TOTAL SCORE							75

TABLE 4.2
SPEAKING PROFICIENCY ON PRETEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
5	Pronunciation		4				15
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				15
	Comprehension		4				15
TOTAL SCORE							77
6	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
7	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				15
	Fluency		4				14
	Comprehension		4				16
TOTAL SCORE							75
8	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60

TABLE 4.3
SPEAKING PROFICIENCY ON PRETEST

[illegible]

TABLE 4.4
SPEAKING PROFICIENCY ON PRETEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
13	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
14	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				16
	Fluency		4				15
	Comprehension		4				16
TOTAL SCORE							77
15	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
16	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60

TABLE 4.5
SPEAKING PROFICIENCY ON PRETEST

[illegible]

TABLE 4.6
SPEAKING PROFICIENCY ON PRETEST

[illegible]

TABLE 4.7
SPEAKING PROFICIENCY ON PRETEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
25	Pronunciation		4				13
	Grammar		4				14
	Vocabulary		4				14
	Fluency			3			13
	Comprehension		4				13
TOTAL SCORE							67
26	Pronunciation		4				13
	Grammar		4				13
	Vocabulary			3			11
	Fluency		4				13
	Comprehension		4				15
TOTAL SCORE							65
27	Pronunciation			3			12
	Grammar			3			12
	Vocabulary			3			12
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							60
28	Pronunciation		4				14
	Grammar		4				13
	Vocabulary		4				13
	Fluency			3			12
	Comprehension		4				13
TOTAL SCORE							65
29	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				15
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							77

TABLE 4.8
SPEAKING PROFICIENCY RECAPITULATION
RATED BY ENGLISH TEACHER

No	Student	Pretest Score
1	1	60
2	2	65
3	3	60
4	4	75
5	5	77
6	6	60
7	7	75
8	8	60
9	9	60
10	10	60
11	11	60
12	12	60
13	13	60
14	14	77
15	15	60
16	16	60
17	17	60
18	18	60
19	19	60
20	20	60
21	21	75
22	22	60
23	23	65
24	24	60
25	25	67
26	26	65
27	27	60
28	28	65
29	29	77

TABLE 4.9
PRETEST SCORE CALCULATION

Pretest (X)	f	fX
77	3	231
75	3	225
67	1	67
65	4	260
60	18	1080
Total	29 = N	1863 = $\sum fX$

From the table above, it shows mean of pretest assumed as X. The formula is as follow:

$$M_x = \frac{\sum fX}{N} = \frac{1863}{29} = 64, 24$$

2. The Treatment Data

After completely doing the research, researcher administered the treatment activities. As written in chapter II point E, in which clearly explains the operational concepts, the researcher administered it as well as possible. Finally, the research got the data as shown in table of treatment accomplishment calculation below:

TABLE 4.10
THE TREATMENT ACCOMPLISHMENT CALCULATION

No	Requirement			
1	Section	Prefatory Activity	Yes	No
	A	The researcher urges the students to fix the question	7	1
2	Section	Primary Activity	Yes	No
	A	The researcher introduces debate to the students	8	0
	B	The researcher teaches the right way to debate	7	1
	C	The researcher uses the sources from the book and online sources	8	0
	D	The researcher assigns the students to make the groups	7	1
	E	The researcher assigns the students to debate	6	2
3	Section	Closing Activity	Yes	No
	A	The researcher asks about the students' comprehension regarding to the lesson	6	2
	B	The researcher re-explains the lesson	7	1
	C	The researcher evaluates the students' work	6	2
	D	The researcher assigns the students to search source regarding to the lesson	8	0
Total			70	10

After gathering the data, the data were formulated it into percentage. The researcher used the formula written in Hartono (2009, p. 22), that explains the way to get the frequency percentage as shown below:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Total Number

1. The percentage of urging the students to fix the problem

$$P = \frac{F}{N} \times 100$$

$$P = \frac{7}{8} \times 100$$

$$P = \frac{700}{8}$$

$$P = 87.5 \%$$

2. The percentage of introduction to debate

$$P = \frac{F}{N} \times 100$$

$$P = \frac{8}{8} \times 100$$

$$P = \frac{800}{8}$$

$$P = 100 \%$$

3. The percentage of teaching debate rightly

$$P = \frac{F}{N} \times 100$$

$$P = \frac{7}{8} \times 100$$

$$P = \frac{700}{8}$$

$$P = 87.5 \%$$

4. The percentage of using the sources

$$P = \frac{F}{N} \times 100$$

$$P = \frac{8}{8} \times 100$$

$$P = \frac{800}{8}$$

$$P = 100 \%$$

5. The percentage of assigning to make the groups

$$P = \frac{F}{N} \times 100$$

$$P = \frac{7}{8} \times 100$$

$$P = \frac{700}{8}$$

$$P = 87.5 \%$$

6. The percentage of assigning to debate

$$P = \frac{F}{N} \times 100$$

$$P = \frac{6}{8} \times 100$$

$$P = \frac{600}{8}$$

$$P = 75 \%$$

7. The percentage of asking students' comprehension

$$P = \frac{F}{N} \times 100$$

$$P = \frac{6}{8} \times 100$$

$$P = \frac{600}{8}$$

$$P = 75 \%$$

8. The percentage of re-explaining the lesson

$$P = \frac{F}{N} \times 100$$

$$P = \frac{7}{8} \times 100$$

$$P = \frac{700}{8}$$

$$P = 87.5 \%$$

9. The percentage of evaluating

$$P = \frac{F}{N} \times 100$$

$$P = \frac{6}{8} \times 100$$

$$P = \frac{600}{8}$$

$$P = 75 \%$$

10. The percentage of assigning to search sources

$$P = \frac{F}{N} \times 100$$

$$P = \frac{8}{8} \times 100$$

$$P = \frac{800}{8}$$

$$P = 100 \%$$

Regarding to data presented above, the researcher formulates the frequency of treatment accomplishment as below:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{70}{80} \times 100$$

$$P = \frac{7000}{80}$$

$$P = 87.5 \%$$

TABLE 4.11
LEVEL OF ACCOMPLISHMENT

No	Level	Category
1	Excellent	81-100
2	Very Good	61-80
3	Good	41-60
4	Poor	21-40
5	Very Poor	1-20

Thus, the accomplishment of the research while administering the treatment reached 87.5. Referring to level of accomplishment shown above, the treatment got in excellent level.

3. The Posttest Data

After administering the posttest, the researcher assigned the students to debate to gain the data. The researcher was about to find out the students' speaking proficiency and to know the students' ability on doing debate. The researcher merely recorded the students' voice. However, the English teacher rated the students' score.

The English teacher rated the score on the strength of the five speaking proficiency aspects. Then, it uncovers the data as below:

TABLE 4.12
SPEAKING PROFICIENCY ON POSTTEST

STUDENT	ITEM	SCORE					CATEGORY
		5	4	3	2	1	
1	Pronunciation		4				16
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							80
2	Pronunciation	5					18
	Grammar	5					18
	Vocabulary	5					18
	Fluency	5					18
	Comprehension	5					18
TOTAL SCORE							90
3	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				15
	Fluency		4				15
	Comprehension		4				10
TOTAL SCORE							70
4	Pronunciation	5					17
	Grammar	5					17
	Vocabulary	5					17
	Fluency	5					17
	Comprehension	5					17
TOTAL SCORE							85

TABLE 4.13
SPEAKING PROFICIENCY ON POSTTEST

[illegible]

TABLE 4.14
SPEAKING PROFICIENCY ON POSTTEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
9	Pronunciation		4				13
	Grammar		4				14
	Vocabulary		4				15
	Fluency		4				13
	Comprehension		4				15
TOTAL SCORE							70
10	Pronunciation		4				16
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							80
11	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				16
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							70
12	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				15
	Fluency			3			12
	Comprehension		4				15
TOTAL SCORE							72

TABLE 4.15
SPEAKING PROFICIENCY ON POSTTEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
13	Pronunciation	5					17
	Grammar	5					17
	Vocabulary	5					17
	Fluency	5					17
	Comprehension	5					17
TOTAL SCORE							85
14	Pronunciation		4				16
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							80
15	Pronunciation		4				16
	Grammar		4				15
	Vocabulary	5					17
	Fluency	5					18
	Comprehension	5					17
TOTAL SCORE							83
16	Pronunciation		4				14
	Grammar		4				15
	Vocabulary		4				14
	Fluency		4				16
	Comprehension		4				13
TOTAL SCORE							72

TABLE 4.16
SPEAKING PROFICIENCY ON POSTTEST

[illegible]

TABLE 4.17
SPEAKING PROFICIENCY ON POSTTEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
21	Pronunciation		4				16
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							80
22	Pronunciation		4				15
	Grammar		4				16
	Vocabulary		4				15
	Fluency			3			12
	Comprehension			3			12
TOTAL SCORE							70
23	Pronunciation			3			12
	Grammar		4				16
	Vocabulary		4				15
	Fluency			3			12
	Comprehension		4				15
TOTAL SCORE							70
24	Pronunciation			3			12
	Grammar		4				15
	Vocabulary		4				15
	Fluency			3			12
	Comprehension		4				16
TOTAL SCORE							70

TABLE 4.18
SPEAKING PROFICIENCY ON POSTTEST

STUDENT	ITEM	SCORE					CRITERIA
		5	4	3	2	1	
25	Pronunciation		4				16
	Grammar		4				15
	Vocabulary		4				15
	Fluency		4				14
	Comprehension		4				15
TOTAL SCORE							75
26	Pronunciation		4				14
	Grammar		4				16
	Vocabulary		4				15
	Fluency		4				14
	Comprehension		4				16
TOTAL SCORE							75
27	Pronunciation		4				15
	Grammar		4				15
	Vocabulary		4				14
	Fluency			3			12
	Comprehension		4				14
TOTAL SCORE							70
28	Pronunciation		4				16
	Grammar		4				14
	Vocabulary		4				14
	Fluency		4				15
	Comprehension		4				16
TOTAL SCORE							75
29	Pronunciation		4				16
	Grammar		4				16
	Vocabulary		4				16
	Fluency		4				16
	Comprehension		4				16
TOTAL SCORE							80

TABLE 4.19
SPEAKING PROFICIENCY RECAPITULATION
RATED BY ENGLISH TEACHER

No	Student	Posttest Score
1	1	80
2	2	90
3	3	70
4	4	85
5	5	85
6	6	70
7	7	80
8	8	83
9	9	70
10	10	80
11	11	70
12	12	72
13	13	80
14	14	80
15	15	83
16	16	72
17	17	72
18	18	75
19	19	70
20	20	75
21	21	80
22	22	70
23	23	70
24	24	70
25	25	75
26	26	75
27	27	70
28	28	75
29	29	80

TABLE 4.20
POSTTEST SCORE CALCULATION

Posttest (Y)	f	fY
90	1	90
85	2	170
83	2	166
80	7	560
75	5	375
72	3	216
70	9	630
Total	29 = N	2.207 =

From the table above, it finds out mean of posttest assumed as Y. The formula is as follow:

$$M_y = \frac{\sum fY}{N} = \frac{2.207}{29} = 76,1$$

B. The Data Analysis

The main purpose of this research is to find out the significant influence of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru and to find out which one of the two hypotheses is accepted. If there is significant influence of applying debate session on improving the English speaking proficiency, hypotheses alternative is accepted. Whereas, hypotheses null is denied.

Further more, the researcher adopted the paired sample T-test formula written in Hartono's book entitled "*Statistik Untuk Penelitian*" (2009:84). Firstly, it is about to find out:

1. Finding out t_o

The researcher is about to find out t_o . The formulation is as follow:

TABLE 4.21
PRETEST AND POSTTEST SCORE

No	Student	Score		D	D^2
		Pretest Score	Posttest Score		
1	2	3	4	5	6
1	1	60	80	-20	400
2	2	65	90	-25	625
3	3	60	70	-10	100
4	4	75	85	-10	100
5	5	77	85	-8	64
6	6	60	70	-10	100
7	7	75	80	-5	25
8	8	60	83	-23	529
9	9	60	70	-10	100
10	10	60	80	-20	400
11	11	60	70	-10	100
12	12	60	72	-12	144
13	13	60	80	-20	400
14	14	77	80	-3	9
15	15	60	83	-23	529
16	16	60	72	-12	144
17	17	60	72	-12	144
18	18	60	75	-15	225

19	19	60	70	-10	100
20	20	60	75	-15	225
21	21	75	80	-5	25
22	22	60	70	-10	100
1	2	3	4	5	6
23	23	65	70	-5	25
24	24	60	70	-10	100
25	25	67	75	-8	64
26	26	65	75	-10	100
27	27	60	70	-10	100
28	28	65	75	-10	100
29	29	77	80	-3	9
N = 29		–	–	- 344 = $\sum D$	5086 = $\sum D^2$

It is about to find out the Standard Deviation. The formulation is as follow:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{5.086}{29} - \left(\frac{-344}{29}\right)^2} \\
 &= \sqrt{175.4 - (-11.86)^2} \\
 &= \sqrt{175.4 - 140.54} \\
 &= \sqrt{34.75} \\
 &= 5.9
 \end{aligned}$$

Then, it is about to find out the difference between the pretest and posttest.

The formula is as follow:

$$\begin{aligned}
 t_o &= \frac{\left(\frac{\sum D}{N} \right)}{\left(\frac{SD_D}{\sqrt{N-1}} \right)} \\
 &= \frac{\left(\frac{-344}{29} \right)}{\left(\frac{5.9}{\sqrt{29-1}} \right)} \\
 &= \frac{-11,86}{\left(\frac{5.9}{\sqrt{29-1}} \right)} \\
 &= \frac{-11.86}{\frac{5.9}{\sqrt{28}}} \\
 &= \frac{-11.86}{\frac{5.9}{5.3}} \\
 &= \frac{-11.86}{1.11} \\
 &= -10.68
 \end{aligned}$$

2. The Interpretation toward t_o

a. Finding out df

Finding out df is as follow

$$df = N-1$$

$$df = 29-1$$

$$df = 28$$

b. The Significant Level

The researcher tried to find out the significant level between t_o and t_t . If $df = 28$, the researcher quoted the data from the attachment 5 by Hartono, *Statistik Untuk Penelitian*, (2009). See the following significant level.

The significant level of 5 % = 2. 05

The significant level of 1 % = 2. 76

c. Comparison between t_o and t_t

Null Hypothesis (H_o):

It tells that there is no significant difference of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru, thus, Null Hypothesis (H_o) is denied

Alternative Hypothesis (H_a):

It tells that there is significant difference of applying debate session on improving the Language Department students' speaking proficiency at the second year of SMAN 3 Pekanbaru, thus, Alternative Hypothesis (H_a) is accepted.

By knowing $t_o = 10.68$ means that t_o is higher than t_t at significant level. At significant level 5 %, it shows 2. 05, and at level 1 %, it shows 2. 76. Thus, Null Hypothesis (H_o) is denied and Alternative Hypothesis (H_a) is accepted, in which shows $2.05 < 10.68 > 2.76$.

d. The Percentage of Influence

To find out the percentage of influence of applying debate session on improving the Language Department students' speaking proficiency, the researcher used the formula written in Promadi (2008:186). See the following formula:

$$P = \frac{M_y - M_x}{M_x} \times 100$$

Where:

P = Percentage

M_x = Pretest Score

M_y = Posttest Score

$$P = \frac{M_y - M_x}{M_x} \times 100$$

$$P = \frac{76.1 - 64.24}{64.24} \times 100$$

$$P = \frac{11.86}{64.24} \times 100$$

$$P = \frac{11.86}{64.24}$$

$$P = 18.5 \%$$

Hence, the percentage of influence of applying debate session on improving the Language Department students' speaking proficiency is 18, 5 %.

e. The conclusion

There is significant difference and percentage of influence of applying debate session on improving the speaking proficiency at the second year of SMAN 3 Pekanbaru while t_o shows 10, 68. At significant level 5 %, it shows 2. 05, and at level 1 %, it shows 2. 76. Thus, Null Hypothesis (H_o) is denied and Alternative

Hypothesis (H_a) is accepted, in which shows $2.05 < 10.68 > 2.76$. The percentage of influence of applying debate session also shows the quite improvement where it could help improve 18.5 %.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion

This research uncovers some objectives of the research where the researcher found that:

1. By doing the research, researcher consciously knew the teacher the right way of teaching debate.
2. By doing this research, the right application of debate session triggered the students who got anxiety in learning debate to speak more actively.
3. By doing this research, the right application of debate session could help the improve students' speaking proficiency.
4. By doing this research, teacher can vary teaching English as foreign Language especially teaching speaking.

The data presentation and data analysis presented in previous chapter also show that there is the significant difference where t_o shows 10.68. At significant level 5 %, it shows 2.05 and at significant level 1 %, it shows 2.76. Thus, Null Hypothesis (H_o) is denied and Alternative Hypothesis (H_a) is accepted, in which shows $2.05 < 10.68 > 2.76$. The percentage of influence of applying debate session also shows the quite improvement where it could improve 18.5 %.

B. The Suggestion

After carrying out the research, it seems pivotal to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a foreign language, especially for speaking proficiency as one of the four English basic skills.

1. For the Teacher

- a. The teacher has to enrich the knowledge and varies the teaching method.
- b. The teacher must be able to motivate the students to learn.

2. For the Students

- a. The students have to enrich the knowledge of English.
- b. The students must have the high motivation in learning and are more creative and more innovative because there is no more spoon feeding term.

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